DOCUMENT RESUME

ED 316 899 CS 507 090

AUTHOR Comeaux, Patricia
TITLE Applied Communication Training: A Model for Integrating University Teaching with Communication Consulting and Research.
PUB DATE 18 Nov 89
NOTE 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Communication (Thought Transfer); Consultants; *Consultation Programs; Ethics; Higher Education; Models; Professional Education; *Professional Services; Teaching Methods
IDENTIFIERS *Applied Communication; *Communication Consultants; Speech Communication Education

ABSTRACT

As a partial result of the burgeoning interest and activity on the part of professors and students in communication consulting, a model was developed to provide a solution for many of the problems associated with university consulting. The model proposes that universities develop and operate their own Centers for Applied Communication. Through such centers the roles of the communication professor as educator, researcher, and consultant are integrated. The centers also could serve as an apprenticeship for students and junior faculty. Furthermore, the centers could provide outreach programs for the community and bridge the gap between the academic and the business communities. Rather than viewing consulting as an extracurricular or separate activity from teaching and research, faculty and students are better served through the center because consulting would be perceived as part of the educational process. (Two notes are included; 37 references are attached.) (KEH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED316899

APPLIED COMMUNICATION TRAINING: A MODEL FOR INTEGRATING UNIVERSITY TEACHING WITH COMMUNICATION CONSULTING AND RESEARCH

Patricia Comeaux, Ph.D.

Associate Professor
Department of Speech Communication and Theatre
Murray State University
Murray, KY 42071

BEST COPY AVAILABLE

"Applied Communication in Human Resource Training: Competitively Selected Papers"

Speech Communication Association Convention
San Francisco, CA
November 18, 1989

CS 507090

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

PATRICIA COMEAUX, Ph.D.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ABSTRACT

The burgeoning interest and activity on the part of professors and students in communication consulting has given rise to numerous questions and controversies. Two questions of particular interest are: 1) what are the relationships of the roles of the academic as researcher, educator, and consultant; and 2) can we, as professors, connect these roles for ourselves and our students in ways that help prepare students for careers as communication specialists. Therefore, this essay: 1) examines the controversies and relevant literature concerning communication consulting and training; and 2) proposes a model to integrate the roles of the academic as researcher, educator and consultant and to help resolve the controversies.

Currently, one of the most exciting and innovative trends in speech communication is the widening of the scope of the professor's role to include communication consulting.[1] Though traditionally, scholarly endeavor, research, and teaching were the primary activities of the university professor, over the last decade it has become increasingly common for faculty members to devote considerable time and energy to consulting (Redding, 1979). However, the relationship of this new role to scholarship, research, and teaching lacks clarity and definition. And though there has been a proliferation of university programs in speech communication offering majors and minors for students pursuing "non-academic careers as communication specialists" (Blankenship, 1981, p. 33), apparently students who major in speech communication have limited insight into what their professors do when they consult (Goldhaber, 1986). It almost seems as if professors view their consulting activities as extracurricular, and as having limited relevance to the content of university curricula.

Consulting seems to have become a highly desirable career; however, little has been published about the current viability of this career path, or detailing the number of communication professionals who have actually achieved successful consulting careers (Weitzel and Gaske, 1984). Little has been reported concerning the difficulties and pitfalls of pursuing this

1

career. Although Weitzel and Gaske assess the communication consulting literature as "generally very adequate", (p. 189), their review consists mainly of conference paper presentations that never seem to make their way into print and remain difficult to access.

The burgeoning interest and activity on the part of professors and students in communication consulting has given rise to numerous questions. The questions that are germane to this discussion are: 1) what are the professional and ethical implications and responsibilities of offering degrees in communication for students pursuing non-academic careers as communication specialists; 2) what are the relationships of the roles of the academic as researcher, educator, and consultant; and, 3) can we, as professors, connect these roles for ourselves and our students in ways that help prepare students for careers as communication specialists. These issues must be addressed through research and reporting as an avenue for clarifying our own professional roles and responsibilities. Therefore, this essay: 1) examines the controversies and relevant literature concerning communication consulting and training; and 2) proposes a model to integrate the roles of the professor as researcher, educator and consultant and to resolve the controversies.

CONTROVERSIES OVER THE ROLE/IMAGE OF CONSULTANTS

Images of consultants range from conceptualizations of highly professional and experienced "sages" to bright-eyed zealous novices, beginners, or as Owen (1982) puts it: "Consultants: Punks in Pinstripes" (p. 10). The answers to how much education and how much experience is needed before and individual can "do" consulting and training depends on who is answering the question and upon the realities of the market. The fact that corporations buy consulting services and are, frequently, more concerned with the consultants' ability to produce results than with degrees or titles may contribute to controversies surrounding perspectives on roles of professors who consult. The controversies surrounding communication consulting typically organize into three major themes: 1) the complexity of consulting activities; 2) the reasons professors consult; and 3) the ethics of intervention and training.

Complexity of Consulting Activities

One need only attend a regional or national conference of SCA to discover the range of images that are illustrated in platform presentations which describe consulting practices and training programs. Images abound also in the free-floating advice exclaimed at the podiums or over cups of coffee in less formal discussions.[2] Many academics have endeavored to formulate their images in relationship to teaching or consulting activities by writing conference papers detailing the processes involved in

initial needs analysis, program designs, and evaluative processes (Engleberg, 1984; Sprague, 1984; Comeaux, 1986; Kelly, 1986). Others advise that, as communication professors, we possess the knowledge and skills necessary to be successful as consultants and that communication skills training for corporations is no more than the "stuff" we teach in the basic course. Others assert that all we need is a step-by-step formula that always works and therefore sells. Such well intended advise though reassuring to the novice is undoubtedly alarming to the experienced. Possibly it is just this kind of advice that motivated Kempfer's (1980) comments about communication consulting:

> . . . too much of it (training and consulting) is elementary, old, thin, pat formulas, recycled, a re-hash, new buzz-words, a one-way flow with few questions and answers, lectures, this-is-how-we-do-it, and more resale than behavior-changing instruction (p. 116).

While a few communication consultants give the impression that consulting is not difficult or rigorous (Ferris, 1976) others claim the opposite. Stewart (1983) presents a thorough description of the complexity of consulting and contends that there is nothing easy about it. For example, when the prospective consultant "fails to think through the personal, professional, and ethical demands of the process, or when he or she is seduced by the apparent opportunity to earn easy money" (p. 166) disappointment and failure are likely outcomes.

Additionally, Stewart (1983) urges his readers to consider the misconceptions about a consultant's lifestyle before embarking on a full- or part-time career as a communication consultant. Glamour, excitement and easy money do not necessarily go hand in hand with the job. Further he encourages consideration of the personal qualities that the successful consultant must possess. These involve, among other things, an ability and willingness to use the language and survive the fast pace of the corporate world. Yet, "with some personal restraint and professional forethought, consulting can be a legitimate, genuinely productive, and rewarding experience for both consultant and client" (p. 166).

Purposes for Consulting

Rudolph and Johnson (1983) in their well know SCA publication claim that consulting and training is not only another teaching option but a way for academics to achieve the following:

> Find out whether the things they teach in the classroom work outside the classroom.
> Make contacts that might result in student internships, summer jobs, and/or placement.
> Conduct research that results in their being able to contribute to the state of their discipline.
> Supplement their academic income (p. 1-2).

Rudolph and Johnson go on to explain that consulting takes a lot of time and energy and particular qualifications but for

those willing to "jump on the bandwagon . . . (c)onsulting is big business" (p. 1-2). Other writers in the area of communication consulting warn against the dangers of monetary and professional rewards fearing that as these rewards increase and become obvious to more people, the quality of service and sense of professionalism will diminish (Buchholz, 1983; Goldberg, 1983). Buchholz (1983) urges communication consultants to focus on theirs as one of the helping professions primarily aimed at providing individuals with corrective implementation. But he also warns that anyone who can afford a business card can become a communication consultant and "that is precisely the problem facing the profession" (p. 1). Argyris (1970) reports that "consulting organizations can point with pride to the fact that they have earned millions of dollars without introducing new ideas about organizations, management, or change" (p. 53).

The issue of paid consulting is a difficult one to resolve. In 1982, at the annual ACA Seminar, held at the SCA Conference, the debate question was "Resolved: That Paid Consulting is Contrary to The Best Interests of Academia." Goldberg (1983) claims that consulting takes time and energy away from scholarly endeavors, teaching, and program development. He claims that some consultants engage in consulting activities that compromise and violate the standards of academia. "I Know of faculty members whose 'research' for businesses and industries was designed less to expand the frontiers of knowledge than it was to promote the welfare of a certain group or point of view" (Goldberg, 1983, p. 15).

Taking the negative side of the resolution, Redding (1983) argues that consulting is a valuable vehicle for the academic scholar to observe the degree to which the theories and concepts we teach hold up under the conditions of non-academic life.

> The essence of my position is that consulting--when carried out as it should be carried out (that is, in conformity with recognized standards of personal and intellectual integrity)--can make a professor a more productive scholar, a more effective classroom teacher, and a more valuable contributor to social advancement (Redding, 1983, p. 19).

Redding goes on to support his argument by quoting survey research compiled by Lipset (1982) which identifies the intellectual leaders and elite of academe as a population of about 2,500 persons whose consulting activities were a prime consideration in their classification as the "elite of academe." Both Redding and Lipset note that these elite were not only paid consultants, but also prolific writers and excellent scholars and educators.

Ethical Issues of Intervention

Certainly the reasons why academics consult raise ethical questions. However, whether the purpose is monetary gain, professional development, scholarly research, or professional service, or all of these, the question of ethics is an individual issue governed by personal, professional and intellectual

integrity. The literature on the ethics of communication consulting and training for the professor is scarce. And as Mills and Goodall (1989) surmise "the ethical dilemmas and academic constraints involved in being a professor and consultant the literature."

Ellis (1982) made what has been regarded as perhaps the most searing attack on communication consultants by referring to the organizational consultant, the public relations program and the advertising degree, as "the shame of speech communication" (p. 1). Ellis' attack centers on his contention that genuine and meaningful research dealing with political and moral issues in organizations is essentially lacking. Ellis goes on to assert that:

> most programs in organizational communication. . . are narrow, theoretically vacuous, without a research base. . . . The quality of research in these areas does not justify dangling visions of consulting jobs in front of students. . . . The study of rhetoric and communication have a long and noble history . . . . Our goal must remain that of turning out educated students and quality research in the liberal tradition, not that of narrow professional preparation (p. 2).

Without doubt, Ellis' suggestions that we remember our roots in history and retain our goal of educating students and promoting quality research in the liberal tradition are excellent ones. Indeed it is our rich heritage in rhetorical theory that

provides an excellent and unique perspective to draw upon in our consulting activities.

Harrison (1982) explains that if the communication consultant acts as a "rhetor (speaker) in a rhetorical situation . . . the ethical questions would shift from those dealing primarily with ends to those dealing primarily with means . . .then an ethical framework for the communication can be based on rhetorical theory (p. 93). Other communication consultants and scholars suggest rhetorical theory and strategy not only as a way of resolving ethical issues but also as a means of providing an excellent and rich basis to design, implement, and evaluate consulting activities (Lange, 1984; Palmerton, 1986). In addition, scholars look outside the discipline to find ethical guidelines for consulting. Browning (1982) applied the code of ethics formulated by Kohlberg to examine the choices that guided his intervention with a particular organization.

Ethical issues are complex. Yet, it is essential that they be addressed. Webb (1989) provides personal code of ethics that can provide others with guidelines to follow in juggling the multiple roles of a professor, scholar, and consultant. She incorporates consulting with research and teaching by including the simultaneous collection of data and training of graduate students. In addition, she limits her consulting to "16 hours a month" and donates a portion of the money earned to her

department to further support research and teaching activities (Webb, 1989, p. 84).

Summary of Controversies

Certainly today's economic conditions pose challenges to our university systems. Many universities must compete for students merely to keep their programs afloat. As a result we must take care that in our scramble to recruit students we do not compromise the quality of our academic programs. Furthermore, as the literature review indicates, there is a strong and understandable fear that the projected images of consultants are those of wealth and ease. Therefore, we are urged to warn students that consulting is not a pie in the sky and in fact, quite difficult. As one former communication professor states "independent consultants must have a solid foundation to be risk takers, loners, and cutting edge practioners who need not only to be up-to-date on communication research but also on the latest management, business, and economical issues and concerns" (Elsea, 1985). Another former communication professor echoes the warning about a career as a communication consultant:

> . . . there is no salary guarantee and fringe benefits are non-existent. The more diverse the clientele and the more varied the assignments, the greater the preparation time and higher the costs for the consultant" (Ferris, 1976, p. 39).

These warnings can be viewed as healthy, as a check and balance system to make certain that what we offer our

students has a solid base in theory and is supported in experience. For as Blankenship (1981) tells us, "despite the resistance of many in our field, the concern for the non-academic career in speech communication is a reality and a must (p. 33).

Research reports concerning the validity of applied research and consulting seem contradictory in light of the controversies surrounding the roles and images of communication consultants. However, problems stem from the lack of shared knowledge and experience about communication consulting. The issue of where consulting fits in relationship to teaching and research seems to be a recurring theme. There is understandable resentment toward professors who offer quick and easy fix-it types of training and resentment toward professors who seemingly pay more time and attention to research and consulting than teaching. However, it seems clear that when consulting is carried out with professional and intellectual integrity (Redding, 1983) that it can add to an individual's scholarship, teaching, and contribute to social advancement. As professors of human communication social advancement is our ultimate goal for ourselves and our students. As we discuss interpersonal theories, methods for problem solving in groups, ways to construct strategic and ethical messages, certainly it is our hope that students will be able to implement these theories in particular contexts in such a way to improve their lives and that of others. Too often students and business professionals complain of the lack of connection between what is taught in our classes and what exits

in the work force. For those of us who have not been there, how do we know? What understanding do we have of the worlds our students will enter? What impact will we make on social change without participation in the contexts with which it operates? As D'Aprix (1977) asserts, "The communication professional's most important task is to work to understand the complex culture of his or her organization and to work within that culture for constructive change" (p.175).

It seems evident that both the academic world and the world of business would benefit from greater mutual understanding and closer ties. There is growing need to blend the perspectives of business and academic professionals. There is a wealth of knowledge and resources available to business organizations through academic institutions. We need to develop our academic programs to address the complexity of the work force.

PROPOSED MODEL FOR INTEGRATING THE PROFESSOR'S ROLES

A model that might well provide a solution for many of the problems associated with university consulting is presented in this section. University programs can develop and operate their own Centers for Applied Communication. These Centers are an essential component for any communication department which offers a masters degree and valuable assets for the undergraduate degree. Through this Center the roles of the communication professor as educator, researcher, and consultant could be integrated. The Center could serve as an apprenticeship for students and junior faculty. Furthermore, it could provide an outreach program for the community and a vehicle for bridging the gap between the academic and business communities.

Design and Purposes of Center

The activities associated with participation in the Center for Applied Communication would be an integral part of the curriculum rather than adjunct to it. Its purpose would be twofold: to provide practicum experience in research and consulting for graduate students and to provide outreach services to the university-at-large and to the surrounding community. Excellent examples for this model exist in many Communication Disorders Departments. Under such programs, university speech and language pathology clinics offer service to university personnel and students and offer services to the community based on a

sliding fee scale. These clinic services are provided by graduate students and supervised by qualified professors in the department.

Based on existing successful models of university speech and language pathology clinics, the following suggestions are made for a university research and consulting service herein referred to as the Center. The Center would be staffed by a full time staff person and part-time student workers. The support personnel would serve as a clearing house for all incoming requests for service and as a practicum for student interns. The support staff handles the routine details of coordinating practicum opportunities for graduate students and consulting services for the community. Although the initial investment would probably need to be made by the university, the Center would eventually become self-supporting. Profits could be put back into the Center in the form of video equipment, computers, and other educational equipment or graduate assistant stipends. Since the Center would offer programs for the community, grant donations or matching funds might be generated.

Early in the graduate program students would observe and analyze communication in particular contexts as part of an introductory research course. The data from these observations could also lead to potential clients for the Center. Each graduate student would be required to take practicum through the Center. This would consist of an intervention in the form of a training seminar or plan of action which addresses a

specific problem or request made to the Center. These practicum experiences would take place under the supervision of graduate faculty. A committee of graduate faculty would formulate professional and ethical guidelines to follow in accepting contracts and in supervising graduate students.

This model is envisioned as a solution to some of the controversies surrounding the practice of consulting. Because this model is part of the university, part of the departmental curriculum, and a team effort on part of the professors, graduate students, and senior undergraduate students, it can provide an avenue for professional, intellectual, and ethical direction and supervision.

Potential Clients and Services Offered through the Center

Even in a small rural community, the potential for clients is great. The local school board, arts council, and community development groups frequently seek assistance in planning meetings, surveying community needs, and developing problem solving skills. The local hospital, drug abuse center, police department and civil service department are potential clients. The university community itself is fertile ground for groups who often seek the assistance of a communication specialist. Universities with a medical or law school could offer training to students who need or seek assistance in developing particular kinds of communication skills. One major midwestern university has an extensive communication interviewing program for medical

students based on a holistic concept of treatment and on interpersonal theories of communication. Another university offers mock trials for law students to practice their skills in a simulated courtroom. Graduate students in communication could be of service in both examples.

The services offered through the Center could become an integral component of the department curriculum. In introductory graduate research classes, students could be required to observe and analyze communication processes. A broad range of possibilities exist. A communication education major could observe and analyze the use of nonverbal communication in high school English classes. Another student might observe a the negotiations between the sales and advertisement department of a local radio or television station . Another student might interview staff and patrons at the local chamber of commerce to inquire about the services sought and the services rendered. In addition to using the data for their class research projects, students would file copies of the information and their report with the Center. Those reports that make suggestions for intervention or a follow-up plan of action, if approved by a supervising faculty, could be used for the needs analysis stage. In this way students first have an opportunity to spend extended time with an organization or members of another department gathering descriptions about the communication behavior and processes. Then this data could be used generate ideas about seminars or programs offerings through the Center. Through

another course, students could design a follow-up plan of action or training seminar for organizations that have expressed an interest or requested service.

Benefits of Center

The benefits are multiple. First of all, with research and consulting as an integral part of what we do and teach our students, then it necessarily connects our roles and makes them one of a multifacted role. Such a center would put the investigation (research), and implementation of theories (consulting toward social advancement) at the center of our teaching. With its outreach services, there would be an avenue for exchange of ideas between the academic and the business communities. Furthermore, students would have a unique opportunity to operate as a communication specialist under the guidance of experienced faculty. The consulting activities of faculty would be open to students. This is not to say that faculty would not pursue consulting and research activities separate from the Center. However, there would need to be clear guidelines to minimize conflicts of interest. Students would not be paid extra for their work nor would the faculty. The money would be paid to the university and used to improve and staff the center.

Descriptions of Similar Models Currently in Operation

Internship programs as an integral part of an undergraduate or graduate communication curriculum prove very instructive for anyone wishing to establish a Center for Applied Communication. Internships provide students with experience-based learning and if well planned and monitored can be quite valuable for the students, the faculty, and the participating organization (Hanson, 1984; Hyre and Owens, 1984; Phelps and Timmis, 1984). Columbia College (1981) has been able to develop a strong support system from cooperating employers because of their emphasis on internships and experience-based learning. Internships programs already in existence provide us with important issues of concern to students, faculty and participating institutions. The issues of professional ethics, and academic integrity come into play. From the coordination of such activities, faculty must question their courses, their curriculum, and their course assignments. Such questioning, if conducted in a positive vein, can only lead to an improved and coordinated curriculum. The internship programs in communication can serve as a basis for curriculum development. We already have in place successful models of the combination of research and teaching and the use of undergraduate research teams. As Stacks and Chalfa, (1981) explain the use of the undergraduate research team was established with the following objectives in mind:

1) to provide students an opportunity to expand

their skills in research with an aim toward cultivating more 'marketable' graduates;

2) provide student input to on-going faculty research projects;

3) to provide an outlet for applying and testing material learned in the classroom;

4) to illustrate the benefits of cooperation and collaboration by encouraging students to work as a cohesive group with common goals (p. 180).

Although some problems in initiating and coordinating a team concept for research might be expected, the the benefits outweigh the difficulties. The particulars of the programs described by Stacks and Chalfa (1981) and Miller (1979) prove very instructive for communication faculty interested in instituting their own programs. Rushing (1984) makes a strong case for considering teaching and research as integral and for using students as participants in a research project using participant observation an investigative technique. As Rushing asserts,

> "they (students) simultaneously learn research methods and the application of theoretical concepts in naturalistic settings. It is precisely the simultaneity that is important. When students discover firsthand that 'Research' is simply a sophisticated form of observation and analysis, they begin to de-mystify the process, . . . (and) their excitement about the subject

matter increases, and their resentment towards professors' research projects decreases" (p. 369).

In addition to de-mystifying the research process, students can de-mystify the consulting process as they work under the supervision of experienced faculty and in conjunction with their graduate course work.

Redding (1979) provides an excellent and very thorough description of specific educational criteria and experiences to guide graduate programs in preparing students for careers as communication specialists. Redding advocates rigorous preparation of graduate students preparing for this profession:

> The experienced communication consultant of the 1980's will require the ethos, philosophical grounding, professional expertise, and methodological competence to accept a wide variety of demanding high risk tasks (p. 351).

SUMMARY

Speech Communication is a discipline that has survived change and has responded to the needs of our time. It is this attribute that should inform us as an academic discipline not only to encourage consulting or work in applied contexts but require it of ourselves and our students. Despite the well documented need, we do not have a clearly articulated position concerning the roles and responsibilities of the communication specialist. A model Center, as presented in this

article, could help us establish that position. Such a Center would not only integrate the roles of the professor as researcher, educator, and consultant but provide students with a more holistic conception of the communication specialist. Rather than viewing consulting as an extracurricular or separate activity from teaching and research, our discipline and our students would be better served if we perceived these activities as part of the educational process.

Endnotes

1. The term consulting will be used throughout this paper as an inclusive term including training and development as well as consulting activities, generally considered as organizational change. Training and development are activities associated with individual development which in the conceptualization of this paper is individual change consisting of learning and growth.

2. In 1980, I begin my own inquiry into the area of consulting. I attended SCA programs and short courses on training and consulting and interviewed many full and part-time communication consultants. In 1983, I opened my own consulting firm, "Communication Training Associates, Inc.

References

Argyris, C. (1970). Intervention Theory and Method: A Behavioral Science View. Reading, Mass: Addison-Wesley.

Blankenship, J. (1981). Proceeding of the July 1980 SCA/ICA/ACA Washington Summer Conference: Communication Careers. ACA Bulletin. 35, 33-44.

Browning, L. D. (1982). The Ethics of Intervention: A Communication Consultant's Apology. Journal of Applied Communication Research. 10, 101-116.

Buchholz. W. J. (1983). Communication Consulting: The Present and Beyond. In Buchholz, W. J. (Ed.). Communication Training and Consulting in Business Industry and Government. Urbana: American Business Communication Association.

Columbia College. (1981). The Columbia College Chicago Cooperative Education and Internship Program. Chicago: Columbia College.

Comeaux, P. A. (1986). Marketing the Value of Communication Skills Training to the Corporation. Paper presented at the Meeting of Speech Communication Association, Chicago.

D'Aprix, R. M. (1977). The Believable Corporation. New York: AMACOM.

Ellis, D. G. (1982). The Shame of Speech Communication. Spectra. 18, 1-2.

Elsea, J. (1985). Perspectives on Applied Communication: The Interrelationship of Theory, Research, and Practice. Discussion Panel at the Meeting of Speech Communication Association, Denver.

Engleberg, I. N. (1984). Needs Assessment and the Communication Consultant. Paper Presented at the Meeting of the Speech Communication Association, Chicago.

Ferris, M. S. (1976). Self-Employed as a Consultant. ACA Bulletin. 18, 38-39.

Goldberg, A. (1983). The Affirmative: Resolved: That Paid Consulting is Contrary to the Best Interests of Academia. ACA Bulletin. 44, 14-16.

Goldhaber, G. M. (1986). Organizational Communication, 4th Ed. Dubuque, Brown.

Hanson, J. (1984). Internships and the Individual: Suggestions for Implementing (or Improving) an Internship Program. Communication Education. 33, 53-61.

Harrison, T. M. (1982). Toward an Ethical Framework for Communication Consulting. Journal of Applied Communication Research. 10, 87-100.

Hyre, J. M. and Owens, A. W. (1984). Interns: The Ivory Tower at Work. Communication Education. 33, 371-376.

Kelly, J. W. (1986). The Use of Qualitative Methods in Evaluating Training. Paper Presented at the Meeting for the Speech Communication Association, Chicago.

Kempfer, H. (1980). Getting your Money's Worth From Outside Training? Training and Development Journal, 114-117.

Lange, J. I. (1984). Seeking Client Resistance: Rhetorical Strategy in Communication Consulting. Journal of Applied Communication Research. 12, 50-62.

Lipset, S. M. (1982). The Academic Mind at the Top: The Political Behavior and Values of Faculty Elites. Public Opinion Quarterly. 46, 143-168.

Miller, G. R. (1979). The Research Team Concept: An Approach to Graduate Training. Comunication Education. 28, 322-327.

Mills, J. and Goodall, H.L. (1989). "Notes From The Guest Editors." The Role of the Communication Specialist in Training and Consulting: A Special Issue. The Southern Communication Journal. Fall: Volume 55, No. 1.

Owen, D. (1982). Those Who Can't Consult. Harper's. 8-17.

Palmerton, P. (1986). Rhetorical "Types" and Training. Paper Presented at the Meeting of the Speech Communication Association, Chicago.

Phelps, L. A. and Timmis, J. H. (1984). Internships and Experiential Learning Formats in a Non-Metropolitan Area. ACA Bulletin. 49, 73-75.

Rudolph, E. E. and Johnson. B. R. (1983). Communication Consulting: Another Teaching Option. Urbana: ERIC/SCA.

Redding, C. W. (1979). Graduate Education and The Communication Consultant: Playing God for a Fee. Communication Education. 28, 346-352.

Redding, C. W. (1983). The Negative: Resolved: That Paid Consulting is Contrary to the Best Interests of Academia. ACA Bulletin. 44, 17-20.

Rushing, J. H. (1984). Combining Qualitative Research with the Teaching of Interpersonal Communication. Communication Education. 33, 361-370.

Sprague, J. (1984). Designing and Delivering the Communication Training Program. Paper Presented at the Meeting of the Speech Communication Association, Chicago.

Stacks, D. W. and Chalfa, J. J. (1981). The Undergraduate Research Team: An Applied Approach to Communication Education. Communication Education. 30, 179-183.

Stewart, J. (1983). Reconsidering Communication Consulting. Journal of Applied Communication Research. 11, 153-167.

Webb, L. (1989). A Program of Public Speaking Training: One Consultant's Approach. The Southern Communication Journal. 55, 72-86.

Weitzel, A. R., Gaske, P. C. (1984). An Appraisal of Communication Career-Related Research. Communication Education. 33, 181-194.